

Year 5 – Dyson, Hawking and Armstrong

Parent Information

September 2019



Staffing

Hawking class

TEACHERS - Mrs Dey

TEACHING ASSISTANT - Mrs Brett

Dyson class

TEACHER - Mrs Bates and Mrs Bruce (Miss Stapley - currently on maternity leave)

TEACHING ASSISTANT - Mrs Reed and Miss Brown

Armstrong Class

TEACHER- Mrs Rose

TEACHING ASSISTANT- Mrs Price and Miss Cook-Allen

If you would like to contact us there are various ways:

- having a chat at the end of school, via appointment
- phone the school out of teaching hours
- email

kdey@discovery.kent.sch.uk

rbates@discovery.kent.sch.uk

sbruce@discovery.kent.sch.uk

arose@discovery.kent.sch.uk

Yearly Overview

| Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
|--|--|--|
| Ancient Egyptians | Earth and Space | Vikings |
| To include activities such as; making toys using cams, investigating materials and how to separate them, stories set in Egyptian times, exploring some geographical aspects of Africa, a range of activities based on the history of Egypt and the children will have the opportunity to research areas of their own interest. | To include activities such as; exploring a variety of geographical aspects of Asia, Australasia and Africa and making recipes from these continents, the movement of the planets and forces. Some further activities will be based on suggestions from the children. | A new topic yet to be planned. Y5 residential |

Year 5 Residential

The residential is in the planning stages. When we have a firm plan we will contact you in due course but we are hoping that it will be a unique, cost effective experience.

Example Timetable Autumn Term 2019

| | 8:40 - 8:55 | 9:00 - 10:10 | 10:10 - 10:30 | 10:30 - 10:45 | 10:45 - 12:30 | | 12:30 - 1:30 | 1:30 - 2:30 | 2:30 - 3:15 |
|------------------|----------------------------------|--------------|----------------|---------------|---------------|----------------|--------------|-------------------------|------------------|
| | | | | | 10:45-12:00 | 12:00-12:30 | | | |
| Monday | Register and Morning Work | PE | Assembly | Play | English | Guided Reading | Lunch | Topic History/Geography | |
| Tuesday | | Maths | Class Assembly | | English | Arithmetic | | RE, Spelling dictation | |
| Wednesday | | Maths | Assembly | | English | Guided Reading | | Maths | Art/D&T (Blocks) |
| Thursday | | Maths | Assembly | | English | Guided Reading | | Science | |
| Friday | | Maths | Assembly | | English | PSHE | | PE | French/Music |

PPA time

While your child's teacher is doing their PPA, their class will be taken by:

Armstrong: Mrs Price or Mrs Cook-Allen

Dyson: Mrs Reed

Hawking: Mrs Brett

They will be taking R.E. and Arithmetic as well as testing the children on their spellings.

PPA will be on a Tuesday afternoon.

PE

| | Indoor | Outdoor |
|-----------|--------------------|----------------|
| Armstrong | Friday afternoon | Monday morning |
| Hawking | Thursday afternoon | Monday morning |
| Dyson | Thursday afternoon | Monday morning |

In your PE bag you will need:

- T-shirt
- Shorts
- Plimsolls and trainers
- Socks
- Roll-on deodorant (optional)
- Navy tracksuit bottoms
- Warm navy top
- Earring tape /hair tie
- This term, Year 5 will have the opportunity to receive tennis coaching on a Tuesday afternoon. This will depend on the weather and will replace one of our other PE lessons.

Reading

Year 5 Age Related Expectations (RAG based on evidence seen)

The pupil can:

- read age-appropriate texts fluently, confidently and independently, using their knowledge of root words, prefixes and suffixes, including those set out in Y5-6 Appendix 1, to work out unknown words
- demonstrate experience of a range of books and other texts, having read for a range of purposes
- recommend books, giving reasons for their choices
- perform poetry and plays with a clear sense of the audience
- understand what they are reading, asking questions to further improve their comprehension
- recognise key themes and make comparisons within and across texts
- make sensible predictions and justify inferences with evidence from the text
- sometimes distinguish between fact and opinion, particularly in clear contexts
- independently retrieve and record information from texts including non-fiction
- use some technical terms e.g. simile, effect, when discussing and evaluating what they have read.

The Importance of Reading

We have an **obligation** to read **aloud** to our children. To read them things they **enjoy**. To read to them stories we are already tired of. To do the voices, to make it **interesting**, and not to stop reading to them just because they learn to read to themselves.

Use reading-aloud time as **bonding time**, as time when no phones are being checked, when the **distractions** of the world are put aside.

- Neil Gaiman

WE TEACH
LET'S TALK

Do you want your child to be good at reading?

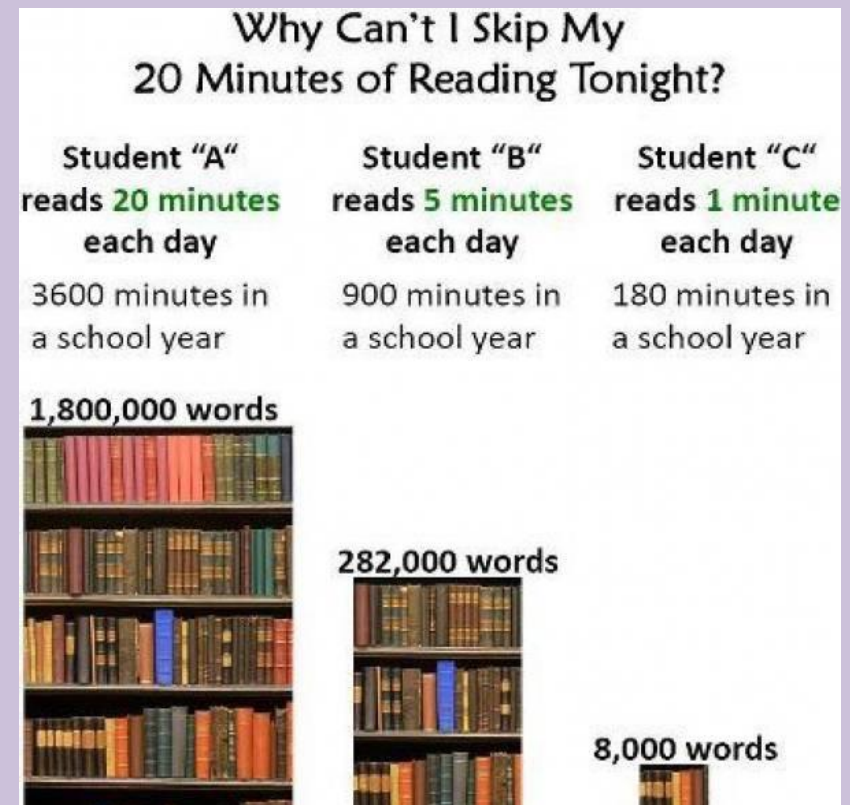
Reading widely and for pleasure is the single biggest indicator of future success for children. Reading regularly from a wide range of quality literature has been proven in numerous studies to be the best thing your child could do to improve their overall academic performance and to encourage a life long love of learning.

The chart below shows the impact reading at home for just 20 minutes every night can have. It is staggering the difference just 20 minutes per day can make.

| Child A | Child B | Child C |
|--|--|--|
| 20 minutes additional reading at home everyday | 5 minutes additional reading at home per day | 1 minute additional reading at home per day |
| 60 hours per school year | 15 hours per school year | 3 hours per school year |
| 1,800,000 words per school year (one million, eight hundred thousand words) | 282,000 words per school year (two hundred and eighty two thousand words) | 8000 words per school year (eight thousand words) |
| By the end of Y6, <i>60 whole days' reading</i> | By the end of Y6, 12 days' reading | By the end of Y6, 3 days' reading |
| Reading scores usually within 90% range | Reading scores usually within 50% range | Reading scores usually within 10% range |

Without regular reading AT HOME, children will struggle to develop a number of key skills which are essential to their future success. These skills include:

- Reading fluency
- Reading stamina
- Language and vocabulary comprehension
- Development and use of ambitious of vocabulary
- Spoken and written communication skills



reading plus®

- Reading Plus is an adaptive online reading programme which targets fluency, comprehension and motivation.
- Results of the 2019 SATs reading paper indicate a national dip in reading fluency and efficiency.
- Pupil voice indicates less motivation for reading in UKS2.
- As a school, we are addressing this through utilising the Reading Plus programme to target all pupils in Year 5 and 6.
- The online reading programme does a diagnostic assessment of pupils reading skills and attitudes in order to find their individual starting point.
- It then creates a personalised programme which focuses on teaching reading fluency, knowledge of vocabulary and comprehension skills.
- Motivation is targeted through choice of text, incentives and rewards.
- Teachers will utilise and adapt the programme for class lessons, guided groups and homework tasks.



Writing

Year 5 Age Related Expectations (RAG based on evidence seen)

The pupil can:

- through independent writing, demonstrate an understanding of a range of text types; use structure and organisation which is informed by audience, purpose and context; begin to identify levels of formality and sometimes use appropriately
- in narrative writing, develop character and setting by providing detail which interests the reader e.g. through expanded noun phrases or preposition phrases; structure a clear plot to its conclusion; begin to use dialogue to show character and move the story forward
- use progressively varied and rich vocabulary
- develop sentences using a range of contrasting structures, including use of relative clauses; use a wide range of conjunctions / adverbials to build cohesion within paragraphs and across the whole piece
- use a range of punctuation as set out in Appendix 2 Y5-6; begin to punctuate parenthesis in various ways; use commas for clarity with growing confidence; use apostrophe in different ways, mostly accurately
- usually sustain appropriate tense; begin to recognise and use the passive voice; use modal verbs
- spell with growing accuracy in line with Y5-6 Appendix 1 (and similar) e.g. words with silent letters; growing set of homophones; words with 'ough' etc.
- routinely join handwriting legibly and fluently, according to the school handwriting policy
- evaluate the effectiveness of their own and others' writing; regularly self-edit, redraft and improve.

Maths

| Number | | | | Geometry | | Measure | Statistics | |
|--|--|---|---|---|---|---|--|---|
| Number and Place Value | Addition and Subtraction | Multiplication and Division | Fractions | Decimals | Position and Direction | Properties of Shape | | |
| <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> | <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> | <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> | <p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example $25 + 45 = 65 = 1 \frac{15}{15}$)</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions (for example $0.71 = \frac{71}{100}$)</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> | <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p> | <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> | <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (°)</p> <p>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°</p> | <p>Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.</p> <p>Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml)</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p> <p>Estimate volume (for example using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water)</p> <p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p> | <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p> |

Extra Multiplication Practice!

Last year, each child was given a login to the new online resource TT Rock stars. It would be fantastic if your child were to continue to use it at home. Last year we noticed a real difference in the recall of the children's multiplication tables by those children who used it regularly.



The image shows the header of the TT Rock Stars website. The top navigation bar is purple and features the logo "TIMES TABLES ROCK STARS" in a stylized, colorful font. To the right of the logo is a small flag icon and the text "English". Below the logo is a dark navigation menu with the following items: Home, Trial, Purchase, Login, Resources, Benefits, Guides, Events, and Reward Shop. The main content area features a large image of a red electric guitar on a wooden surface. To the right of the guitar is a promotional banner for a "New School Year Guide". The banner has a dark background and contains the text "New School Year Guide" and "Read our guide on how to sort out your leavers, movers and arrivers." Below the text are two cartoon characters: a girl with orange hair wearing a yellow hat and a blue jacket, and a boy with orange hair wearing a blue cap and a blue jacket. The banner also features the "TIMES TABLES ROCK STARS" logo at the bottom right.

English

Home Trial Purchase Login Resources Benefits Guides Events Reward Shop

New School Year Guide
Read our guide on how to sort out your leavers, movers and arrivers.

TIMES TABLES ROCK STARS

<https://intercom.help/times-tables-rock-stars/en/articles/3004312-new-school-year-guide>

Extra provision

Over and above Quality First Teaching, there are extra provisions put in place for children who need further support. Parents will be consulted about these provisions.

Homework Expectations

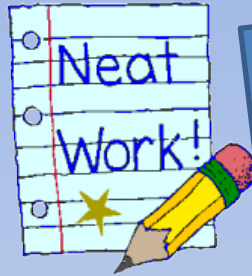
- Homework will be set on most Fridays and will be due in the following Wednesday.
- In Year 5, children are expected to complete an hour of homework weekly - this could include a maths task and an English task related to spellings, punctuation, grammar or reading comprehension.
- **In addition**, children should be reading on a daily basis as a hobby! Please try to listen to your child read to check their understanding regularly.
- Children are allowed 'one day's grace': if homework is not brought in on Wednesday, they must bring this into school on Thursday. Please support us with this as it is important for Year 6 and secondary preparation!
- If your child is consistently unable to bring in their homework, then they will spend a lunchtime catching up.
- If your child has difficulty understanding their homework, they need to see their class teachers or TAs as soon as possible.

Web support

Miss Baker is in the process of creating pages on our website to help parents to support their children with their learning.

Expectations for presentation in all books and homework

Keep book covers, name labels and trays neat - NO writing or doodling on these.



Only use handwriting pens for all writing - no biro pens for school work.
Pencil for maths work.



Leave a line in your books after the date and LI

Leave a line after each paragraph

Date my work:

Short date in maths
9/9/17
Long date in everything else
9th September
2017



Neatly written Learning Intention LI:

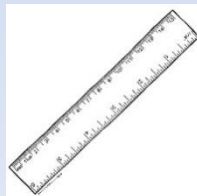
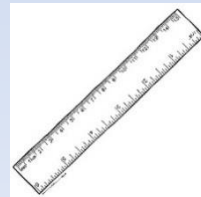
Written in pen
Under lined in pencil
with a ruler

Purple pen for corrections, self-assessment, editing and marking.


Cross out neatly - no tip-pex or ink erasers




All lines drawn with a ruler.
All labelled diagrams use a ruler for labels.




School Values




Friendship




Honesty



Respect



Perseverance



Kindness

Resilience

- In our school we have a Growth Mindset culture, we also encourage all children to be resilient.
- We encourage children to be resilient within their learning.
- We also support children to be resilient socially and emotionally.

<https://www.youtube.com/watch?v=1FDyiUEn8Vw>

Behavioural Expectations

- Being polite and respectful at all times to all members of the school community.
- Always putting in 100% effort in all subjects.
- Acting as ambassadors of the school and as role models for younger pupils.

Sanctions

- Sanctions
 - Teacher's sanction linked to missing break/lunch
 - Parent Contact - if deemed necessary.
 - In addition, children will also be sent to Senior Leaders, Deputy Head then the Headteacher.

Rewards

As a school the children can earn:

- house-points on a daily basis
 - receive a Star of the Week certificate
 - receive a postcard of praise
 - achieve an Excellence Award
-
- Each class also has their own individual reward systems

Secondary Transfer?

Now is the time to start thinking about secondary transfer for your child, you could:

- Look on secondary school websites to 'get a feel' for each school.
- Look on secondary school websites to identify if there are any experience days offered at that school that may interest your child. These normally take place in the summer term in Year 5.
- Liaise regularly with your child's class teacher regarding their progress and which type of secondary school would be suitable for their individual needs and interests.
- In May, there will be a meeting for all year 5 parents to discuss secondary transfer and the Kent Test registration process. This process is usually during July and children usually sit the test in the first few days of year 6.
- Regularly check the year 6 website as they update information on secondary transfer – 'forewarned is forearmed!'
- Keep an open-mind when considering the right path for you child.
- If you have any further questions then Miss Wilce will be happy to answer them for you.



Communication

- As a school we have an open door policy and welcome communication from our parents. If you have any concerns, we would much rather answer them directly as soon as possible. This could be done through email, face to face conversation, telephone call or reading record communication.
- Just a reminder that no Emails will be answered after 5pm Monday to Friday or at any time during weekends and holidays.
- Staff will respond to Emails within 48 hours. If the email appears to be a complex matter, we will invite you to come into school and meet with us.
- If your enquiry is urgent please telephone the school office during the school day.